List accountability recommendations that are **no change or small changes** from the current accountability system. Use additional sheets as necessary.

No. 1	What	Notes
Priority (H/M/L) **High**	- All high school level state assessments will be administered via a through course structure. The through course assessments will be used formatively by teachers and students. (Formative through course assessment results will roll up to a summative score). - The report provided by the formative through course assessments will ensure feedback at the individual student and teacher level with regard to mastery at the subdomain level. (Emphasis on program/ instructional improvement). Further, the summative score should provide public reporting and student-level reporting to show mastery at the subdomain level. - The College and Career Readiness Workgroup should develop a competency-based option to demonstrate life readiness (DOI sample). - The assessment system must be an asset-based model. This means that every school in the state has the potential to be proficient.	These are foundational recommendations that are essential for the success of the work group's priority recommendations below (especially for the competency-based pilot). In and of themselves, they aren't about what types of "things" to measure in the accountability system. They are more about the processes that assist with getting to those measures.

No change	Tweak	If Tweak, describe how to change	
	✓		

List the accountability recommendations that are **new or substantial changes** from the current accountability system. Use additional sheets as necessary.

No. 1		What	Rationale/Notes
Priority (H/M/L) **HIGH**		The work group recommends the creation of an optional pilot assessment within the accountability system to support competency-based education, based upon the following principles: ● The KDE will design the system to develop a mutually earned trust relationship between KDE and the LEA - building toward state recognition of local competency assessment without the need for redundant state assessments. ● The LEA will be responsible for grouping core academic standards such that all students achieve mastery in Kentucky Academic Standards. Standards may be grouped in competency configurations other than the current 22 courses required for graduation (requires waiver of 704 KAR 3:305). ● Students will demonstrate mastery of locally established competencies (samples attached here). ● State assessments must be made available for administration upon each student's demonstration of competency mastery. After local demonstration of competency mastery, state assessments will be administered (this will occur when students are ready and not be restricted to a testing window). ● Assessments will be securely housed in a digital assessment bank (this is already a proven model with Kentucky's EOC assessment).	The work group does not believe that a single assessment system is appropriate for all learners. A pilot process will assist the state in identifying the barriers and necessary supports for future statewide scalability of the competency-based education and assessment system. We believe "dual assessment" can be a part of the pilot, but that the pilot should include a progressive "earned autonomy" process by which the local assessment is administered in lieu of the state assessment.
New	**Change**	**Describe how to include in accountability**	

✓		● Participating pilot districts would operate under a "dual assessment" system (meaning students demonstrate mastery through both the state-designed assessments AND their locally-defined measurements) for up to three years. If the three-year trend data indicates that the assessment results are comparable and students are transitioning successfully to post-secondary responsibilities, then scores on LEA assessments can begin to be substituted for the SEA required benchmarks.	
No. 2 **Priority** (H/M/L) HIGH		**What** The work group recommends the inclusion of local district accountability measures to reward collaboration. Defining Criteria: A within district and/or multi-district collaborative initiative (could be a multi-year collaboration with expected periodic checkpoints) that is validated as an identified NEED, can be disaggregated to the student level, tied to a SMART goal, and addresses one or more of the following: o Improves Access and Opportunity for Students o Improves Academic Success for Students Within an Area That is Not Already Measured by the accountability system ▪ Example: Increase in arts participation o Connects to Workforce Preparation (Local/Regional/State) o Connects to Post-Secondary Education	**Rationale/Notes** Accountability and reporting of quality local measures will provide local districts with the opportunity to showcase innovative assessment, school improvement, and collaborative measures that are not elsewhere addressed within the overall accountability system. It provides a unique opportunity for personalization and transparency to the local community on additional indicators of success that are a matter of importance to the district.

New	Change	Describe how to include in accountability	
✓		A small percentage (possibly 10-15%) of the overall accountability system should highlight these measures at the <u>district</u> reporting level. For quality assurance, districts would submit their local measure to the KDE on an annual basis for approval and inclusion within their district's report card.	

No. 3		What	Rationale/Notes
Priority (H/M/L) **HIGH**		The work group recommends the inclusion of a statewide "Diploma +" initiative, as part of the accountability system. This initiative will focus on the percentage of the 9th grade cohort who graduate each year, in addition to one or more of the "plus" options (sample <u>overview document attached here</u>)	Postsecondary readiness for the students of today is about much more than simply being academically prepared. It is the combination of rigorous coursework, career exploration and training opportunities, and robust learning and leadership experiences that authenticate and confirm a student's readiness for life beyond high school.
New	**Change**	**Describe how to include in accountability**	
✓		The work group feels strongly that these indicators of success are worthy of "big A" accountability. It is believed that this concept could be utilized to build the new College/Career Readiness (CCR) portion of the overall system. Should this concept be determined to be "little A" accountability, then the "plus" options could be publicly reported with the graduation data (by school and district).	

			The holistic approach to validating these diverse skills and competencies ensures a well-rounded graduate that is ready to transition to the next stage of their postsecondary journey.

No. 4		**What**	**Rationale/Notes**
Priority (H/M/L) **HIGH**		The LEA will be provided the latitude to identify areas of focus and adjust the weights of their formula calculation to reflect growth in that area while not being penalized in another area that does not change significantly that year (if not required to roll up to summative score). ● The underlying premise of this recommendation is to provide a sense of hope and possibility to low performing schools with frozen data in one or more area. We will do this by allowing them to choose an area for growth and weight the results accordingly. ● The district's area of focus shall be tied to identified areas for improvement (e.g., middle grades math, students with disabilities…)	
New	**Change**	**Describe how to include in accountability**	
✓		● The request and rationale to adjust the weights will be included in the request for CDIP approval. ● In order to provide a safety net for the district while taking the risk of putting so much emphasis in an area of frozen data, the score for the LEA will be calculated both with the standard weights and the weights approved in the CDIP. The higher of the two scores will be assigned.	